

Millbrook Elementary

255 East Pine Log Road
Aiken, SC 29803

Grades	K-5 Elementary School	
Enrollment	639 Students	
Principal	Dr. Karen Blanset	803-641-2580
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	55	28	1	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

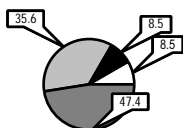
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

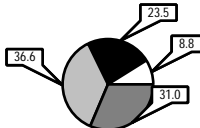
94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

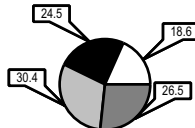
English/Language Arts



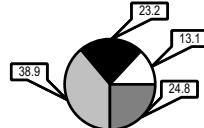
Mathematics



Science

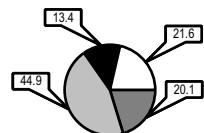
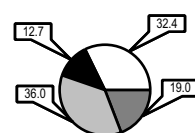
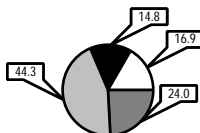
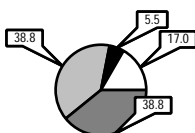


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	328	99.7	8.2	35.7	47.5	8.5	66.6	Yes	Yes
Gender									
Male	149	99.3	9.9	38.3	46.1	5.7	63.1		
Female	179	100.0	6.7	33.5	48.8	11.0	69.5		
Racial/Ethnic Group									
White	212	99.5	4.0	30.7	52.8	12.6	76.4	Yes	Yes
African American	95	100.0	18.2	51.1	30.7	0.0	40.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	9.1	27.3	63.6	0.0	72.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	284	100.0	4.9	36.6	49.4	9.1	70.6		
Disabled	44	97.7	30.0	30.0	35.0	5.0	40.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	328	99.7	8.2	35.7	47.5	8.5	66.6		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	322	99.7	7.9	35.4	48.0	8.6	66.9		
Socio-Economic Status									
Subsidized meals	142	100.0	13.3	44.5	36.7	5.5	53.1	Yes	Yes
Full-pay meals	186	99.5	4.5	29.4	55.4	10.7	76.3		

Mathematics – State Performance Objective = 36.7%									
All Students	328	99.7	8.5	36.7	31.1	23.6	70.5	Yes	Yes
Gender									
Male	149	99.3	5.7	37.6	31.9	24.8	75.2		
Female	179	100.0	11.0	36.0	30.5	22.6	66.5		
Racial/Ethnic Group									
White	212	99.5	4.0	30.2	35.2	30.7	81.9	Yes	Yes
African American	95	100.0	20.5	54.5	19.3	5.7	42.0	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	0.0	36.4	45.5	18.2	72.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	284	100.0	5.7	35.5	33.2	25.7	74.0		
Disabled	44	97.7	27.5	45.0	17.5	10.0	47.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	328	99.7	8.5	36.7	31.1	23.6	70.5		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	322	99.7	8.6	36.1	31.5	23.8	70.9		
Socio-Economic Status									
Subsidized meals	142	100.0	14.8	50.0	22.7	12.5	54.7	Yes	Yes
Full-pay meals	186	99.5	4.0	27.1	37.3	31.6	81.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	328	99.7	18.4	30.5	26.6	24.6	51.1
Gender							
Male	149	99.3	14.2	28.4	27.7	29.8	57.4
Female	179	100.0	22.0	32.3	25.6	20.1	45.7
Racial/Ethnic Group							
White	212	99.5	9.5	28.1	31.2	31.2	62.3
African American	95	100.0	38.6	39.8	13.6	8.0	21.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	27.3	9.1	45.5	18.2	63.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	284	100.0	15.1	30.2	28.7	26.0	54.7
Disabled	44	97.7	40.0	32.5	12.5	15.0	27.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	99.7	18.4	30.5	26.6	24.6	51.1
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	322	99.7	17.9	30.5	26.8	24.8	51.7
Socio-Economic Status							
Subsidized meals	142	100.0	26.6	39.1	20.3	14.1	34.4
Full-pay meals	186	99.5	12.4	24.3	31.1	32.2	63.3

Social Studies							
All Students	328	99.7	12.8	39.0	24.9	23.3	48.2
Gender							
Male	149	99.3	11.3	41.8	20.6	26.2	46.8
Female	179	100.0	14.0	36.6	28.7	20.7	49.4
Racial/Ethnic Group							
White	212	99.5	8.5	31.7	29.1	30.7	59.8
African American	95	100.0	23.9	55.7	15.9	4.5	20.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	9.1	45.5	18.2	27.3	45.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	284	100.0	10.9	39.6	24.5	24.9	49.4
Disabled	44	97.7	25.0	35.0	27.5	12.5	40.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	99.7	12.8	39.0	24.9	23.3	48.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	322	99.7	12.9	38.4	25.2	23.5	48.7
Socio-Economic Status							
Subsidized meals	142	100.0	18.0	50.0	23.4	8.6	32.0
Full-pay meals	186	99.5	9.0	31.1	26.0	33.9	59.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	118	99.2	4.4	30.1	54.0	11.5	65.5
	4	124	98.4	11.3	34.8	51.3	2.6	53.9
	5	137	99.3	10.5	44.4	42.9	2.3	45.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	104	100.0	0.0	15.6	62.5	21.9	84.4
	4	106	100.0	9.2	42.9	45.9	2.0	48.0
	5	118	99.2	14.4	46.8	36.0	2.7	38.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	118	100.0	9.6	40.4	36.0	14.0	50.0
	4	124	99.2	9.5	39.7	24.1	26.7	50.9
	5	137	100.0	17.2	44.8	20.9	17.2	38.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	104	100.0	4.2	39.6	39.6	16.7	56.3
	4	106	100.0	10.2	28.6	35.7	25.5	61.2
	5	118	99.2	10.8	41.4	19.8	27.9	47.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	104	100.0	14.6	30.2	34.4	20.8	55.2
	4	106	100.0	17.3	29.6	29.6	23.5	53.1
	5	118	99.2	22.5	31.5	17.1	28.8	45.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	104	100.0	1.0	27.1	29.2	42.7	71.9
	4	106	100.0	9.2	45.9	29.6	15.3	44.9
	5	118	99.2	26.1	43.2	17.1	13.5	30.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 639)				
First graders who attended full-day kindergarten	97.1%	Up from 88.7%	100.0%	100.0%
Retention rate	5.7%	Up from 3.2%	2.5%	3.0%
Attendance rate	96.7%	Up from 96.2%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Up from 2.7%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Up from 1.8%	2.9%	3.2%
Eligible for gifted and talented	21.1%	Down from 24.5%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Up from 4.2%	7.8%	8.2%
Older than usual for grade	1.4%	Down from 2.4%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	48.9%	Down from 56.1%	53.9%	52.6%
Continuing contract teachers	86.7%	Down from 92.7%	84.5%	83.3%
Highly qualified teachers	95.1%	Down from 97.3%	93.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.3%	Up from 82.9%	88.7%	87.0%
Teacher attendance rate	96.3%	Up from 95.3%	94.9%	95.0%
Average teacher salary	\$42,566	Up 3.1%	\$42,495	\$41,703
Prof. development days/teacher	10.1 days	Up from 6.7 days	12.8 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 20.9 to 1	19.2 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 90.7%	90.0%	89.8%
Dollars spent per pupil*	\$4,970	Up 4.9%	\$5,941	\$6,242
Percent of expenditures for teacher salaries*	68.5%	Down from 69.2%	67.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Going for the GOLD 2004-2005

The 2004-2005 school year at Millbrook Elementary was extremely successful. For the fourth consecutive year, Millbrook Elementary received the Palmetto Gold Incentive Award from the State Department of Education for excellent academic performance. We also met the federal government's standards for achievement (Adequate Yearly Progress) in the areas of attendance, overall test scores, and improvement in test scores. The South Carolina Education Oversight Committee awarded Millbrook the Closing the Gap Award for the third consecutive year due to our decreasing the achievement gap between white and minority students as well as decreasing the gap between achievement of full pay lunch students and free/reduced lunch status students.

Millbrook teachers and administrators were awarded many grants from outside sources to purchase instructional materials and to pilot new programs. A \$5,000 math grant focusing on staff development for teachers and the State Department of Education's School Improvement Grant have been awarded for the upcoming school year and will provide extensive training and on site assistance for our staff in giving individual assistance and support to all students.

During the past year, we received Title I funds for the first time in several years. Our percentage of students on free or reduced lunch status reached 47%, and many new at-risk students enrolled. We surveyed staff and parents, receiving overwhelming support for lowering the pupil teacher ratio at upper grade levels. We used the majority of these funds for this purpose. Our third through fifth grade classes had as low as 13 students with none exceeding 21 during the year. This was a drastic change from the 27 student per class average in grades four and five. Our school-wide environment definitely improved with more time for teachers to work with individual students in the classroom. Fewer disciplinary problems occurred, and we anticipate an increase in test scores as a result of this effort.

A Math Science Teaching Specialist served all third, fourth, and fifth grade students weekly in our Math-Science Lab. Test scores and work habits of third graders were closely monitored during the first few weeks of school, and when an additional class of students had to be formed due to overcrowding, students who showed the potential to make good progress and score at the proficient level on PACT spring testing with extra assistance were placed in a classroom of 15 students with a veteran teacher and aide to provide intense focus on individual needs.

All of Millbrook's faculty and staff and many of our parents gave input during the Southern Association of Colleges and School's five year strategic planning process. Our on-site visit showed that excellent programs are in place, that our faculty is outstanding and that we have many new things in place to focus on increasing parent involvement and student achievement. Our teacher of the year was Mike Terry, a self contained special education teacher, and Laura Christenbury, third grade teacher, received National Board Certification.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	111	80
Percent satisfied with learning environment	93.3%	74.5%	74.7%
Percent satisfied with social and physical environment	86.7%	72.7%	72.5%
Percent satisfied with school-home relations	56.5%	80.0%	59.5%

*Only students at the highest elementary school grade level at this school and their parents were included.